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ABSTRACT

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on background, characteristics, and principles of vocational education; certification of vocational educators; the needs for improvement in the preparation and certification of vocational education teachers; and trends in vocational teacher education (performance-based teacher education, microteaching, the cooperative occupational preteaching experience program (COPE), education for curriculum specialists, and leadership development programs). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST

VECS

Module 6:

The Preparation of Vocational Educators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STUDY GUIDE
(TEACHING/LEARNING MODULE)

CE 009 199

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-Study Guide-

Module 6

THE PREPARATION OF VOCATIONAL EDUCATORS

This document is one of a series of teaching/learning modules designed to train Vocational Education Curriculum Specialists. The titles of all individually available documents in this series appear below:

INTRODUCTORY MODULES

1. The Scope of Vocational Education
2. Roles of Vocational Educators in Curriculum Management
3. Current Trends in Vocational Education
4. Organization of Vocational Education
5. Legislative Mandates for Vocational Education
6. The Preparation of Vocational Educators

CORE MODULES

1. Important Differences Among Learners
2. Learning Processes and Outcomes
3. Applying Knowledge of Learning Processes and Outcomes to Instruction
4. Assessing Manpower Needs and Supply in Vocational Education
5. Laying the Groundwork for Vocational Education Curriculum Design
6. Selecting Instructional Strategies for Vocational Education
7. Derivation and Specification of Instructional Objectives
8. Development of Instructional Materials
9. Testing Instructional Objectives
10. Fiscal Management of Vocational Education Programs
11. Introducing and Maintaining Innovation
12. Managing Vocational Education Programs
13. Basic Concepts in Educational Evaluation
14. General Methods and Techniques of Educational Evaluation
15. Procedures for Conducting Evaluations of Vocational Education

SEMINARS AND FIELD EXPERIENCE MODULE

(Seminars in Authority Roles and the Curriculum Specialist in Vocational Education, and Leadership Styles and Functions of the Curriculum Specialist in Vocational Education; field work in Project Design and Administration, Operation of School Programs, Evaluation of School Programs, Educational Research and Development, and State, Regional, and Federal Program Supervision)

INSTALLATION GUIDE

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PREFACE

Who is a vocational education curriculum specialist? The answer to this question is not as simple as it might appear. A vocational education curriculum specialist is likely to work in many different capacities, including, but not limited to: instructor, department chairperson, dean of vocational-technical education, vocational supervisor, principal, state or local director of vocational education, and curriculum coordinator.

The specialist is, perhaps, more identifiable by his/her responsibilities, which include, but are not limited to:

- planning, organizing, actualizing, and controlling the work of an educational team performed to determine and achieve objectives.
- planning, organizing, and evaluating content and learning processes into sequential activities that facilitate the achievement of objectives.
- diagnosing present and projected training needs of business, industry, educational institutions, and the learner.
- knowing, comparing, and analyzing different theories of curriculum development, management, and evaluation and adapting them for use in vocational-technical education.

This teaching/learning module is part of a set of materials representing a comprehensive curriculum development project dealing with the training of vocational education curriculum specialists. The purpose of this two-year project was 1) to design, develop, and evaluate an advanced-level training program, with necessary instructional materials based on identified vocational education curriculum specialist competencies, and 2) to create an installation guide to assist instructors and administrators in the implementation process.

The curriculum presented here is, above all else, designed for flexible installation. These materials are not meant to be used only in the manner of an ordinary textbook. The materials can be used effectively by both instructor and student in a variety of educational environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings.

Dr. James A. Dunn
Principal Investigator and
presently Director,
Developmental Systems Group
American Institutes for Research

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The Vocational Education Curriculum Specialist Project was a comprehensive development and evaluation effort involving the contribution of a large number of people: project staff, curriculum consultants, a national advisory panel, and a number of cooperating colleges and universities. This wide variety of valuable inputs makes it difficult to accurately credit ideas, techniques, suggestions, and contributions to their originators.

The members of the National Advisory Panel, listed below, were most helpful in their advice, suggestions, and criticisms.

Myron Blee	*Florida State Department of Education*
James L. Blue	*RCU Director, Olympia, Washington*
Ralph C. Bohn	*San Jose State University*
Ken Edwards	*International Brotherhood of Electrical Workers*
Mary Ellis	*President, American Vocational Association*
George McCabe	*Program Director, Consortium of California State University and Colleges*
Curtis Henson	*Atlanta Independent School District, Georgia*
Ben Hirst	*Director, Consortium of the States, Atlanta, Georgia*
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Frank Pratzner	*CVE, Ohio State University*
Rita Richey	*Wayne State University*
Bryl R. Shoemaker	*Ohio State Department of Education*
William Stevenson	*Oklahoma State Department of Education*

The project would not have been possible without the cooperation and commitment of the field test institutions listed below.

California State University, Long Beach
California Polytechnic State University, San Luis Obispo
Consortium of California State University and Colleges
- California State University, Sacramento
- California State University, San Diego
- California State University, San Francisco
- California State University, San Jose
- California State University, Los Angeles

Iowa State University
University of California Los Angeles
University of Northern Colorado

Overall responsibility for the direction and quality of the project rested with James A. Dunn, Principal Investigator. Project management, supervision, and coordination were under the direction of John E. Bowers, Project Director.

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Part I:

Organization and Administration

PART I
ORGANIZATION AND ADMINISTRATION

Guidelines

This study guide has five major sections. Each section contains useful information, suggestions, and/or activities that assist in the achievement of the competencies of a Vocational Education Curriculum Specialist. Each major section is briefly described below.

PART I: ORGANIZATION AND ADMINISTRATION

PART I contains an Overview and Rationale, Educational Goals and Performance Objectives, Recommended Learning Materials, and Suggested Reference Materials. This section will help the user answer the following questions:

- How is the module organized?
- What is the educational purpose of the module?
- What specifically should the user learn from this module?
- What are the specific competencies emphasized in this module?
- What learning materials are necessary?
- What related reference materials would be helpful?

PART II: CONTENT AND STUDY ACTIVITIES

Part II contains the content outline arranged by goals. The outline is a synthesis of information from many sources related to the major topics (goals and objectives) of the module. Study activities for each goal and its corresponding objectives follow each section of the content outline, allowing students to complete the exercises related to Goal 1 before going on to Goal 2.

PART III: GROUP AND CLASSROOM ACTIVITIES

The "Activities-Resources" column in the content outline contains references to classroom or group activities and discussion questions related to specific content in the outline. These activities and discussion questions

are located in PART III and are for optional use of either the instructor or the student. Both the classroom activities and discussion questions are accompanied by suggested responses for use as helpful examples only--they do not represent conclusive answers to the problems and issues addressed. Also contained in the "Activities-Resources" column are the reference numbers of the resources used to develop the content outline. These reference numbers correspond to the numbers of the Suggested Reference Materials in PART I.

PART IV: STUDENT SELF-CHECK

PART IV contains questions directly related to the goals and objectives of the module. The self-check may be used as a pre-test or as a post-test, or as a periodic self-check for students in determining their own progress throughout the module.

PART V: APPENDICES

Appendix A contains responses to the Study Activities from PART II, and Appendix B contains responses to the Student Self-Check. The responses provide immediate feedback to the user and allow the module to be used more effectively for individualized study. They have been included in the last part of the module as appendices to facilitate their removal should the user wish to use them at a later time rather than concurrently with the rest of the module.

Approximately 20 hours of out-of-class study will be necessary to complete this module.

Overview and Rationale

The teacher is the cornerstone of the educational process. Securing qualified, committed, and competent teachers has always been a major concern of all educational staffers. In vocational teacher education major efforts and accomplishments have been made. However, problems

and setbacks in obtaining, maintaining, and developing qualified vocational educators have also occurred. The first part of this module describes the background of vocational teacher education, implications for and characteristics of vocational teacher education, and the principles of vocational education instruction.

The second part of Module 6 explains present practices in the certification of vocational educators, how certification practices are likely to differ among states, and some of the problems associated with certification procedures.

The third section addresses the need to improve vocational teacher education, particularly in three areas: (1) the need to identify with a broader spectrum of education; (2) the need for better articulation and coordination among teacher education institutions; and (3) the need to prepare teachers for assisting groups with special needs.

The last part of the module describes some recent trends in vocational teacher education that have proven successful.

An awareness of the conditions of teacher preparation and certification will facilitate the task of the vocational education curriculum specialist in improving the state of the teaching art in vocational education.

Goals and Objectives

Upon completion of this module, the student will be able to achieve the following goals and objectives:

GOAL 6.1: ANALYZE AND SUMMARIZE BOTH THE BACKGROUND OF VOCATIONAL TEACHER EDUCATION AND THE CURRENT PROGRAMS AND INSTRUCTIONAL PRINCIPLES OF VOCATIONAL EDUCATION.

Objective 6.11 Identify four legislative acts that supported vocational teacher education.

Objective 6.12 Define vocational teacher education.

Objective 6.13 Differentiate between preservice and inservice education.

Objective 6.14 Describe the general preparation programs for three different service areas.

Objective 6.15 Name the four major components of most current teacher preparation programs.

Objective 6.16 List those activities that should be included in a complete program of vocational teacher education.

Objective 6.17 Identify at least four approaches to inservice education.

Objective 6.18 List at least ten principles of vocational instruction.

GOAL 6.2: ASSESS PRESENT PRACTICES IN THE CERTIFICATION OF VOCATIONAL EDUCATORS.

Objective 6.21 Define vocational teacher certification.

Objective 6.22 Indicate the source of information that explains the certification requirements of any given state.

Objective 6.23 Describe typical certification requirements for secondary vocational teachers, postsecondary vocational teachers, and vocational supervisors and administrators.

GOAL 6.3: SYNTHESIZE THE MAJOR NEEDS FOR IMPROVEMENT IN THE PREPARATION AND CERTIFICATION OF VOCATIONAL EDUCATORS.

Objective 6.31 Explain why teachers need a broad, liberal education in addition to occupational competency.

Objective 6.32 Describe the two organizational approaches for vocational teacher education in an institution of higher education.

Objective 6.33 Identify two advantages of a unified department of vocational education.

Objective 6.34 Explain two problems associated with the occupational experience requirement for vocational teachers.

Objective 6.35 List two benefits to teachers derived from the occupational experience requirement.

Objective 6.36 Name five groups of people with special needs that vocational teachers with additional training and experience might conceivably assist.

GOAL 6.4: PRESENT AND EXPLAIN RECENT TRENDS IN THE PREPARATION OF VOCATIONAL EDUCATORS.

Objective 6.41 Define competency-based teacher education.

Objective 6.42 Describe the purpose of EPDA.

Objective 6.43 Describe the recent educational emphasis on education for vocational curriculum specialists.

Recommended Materials

1. Chapter 15, "Teacher Education and Leadership Development," in Evans, Rupert N., Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

2. Chapter 10, "Teachers and Leaders for Occupational Education," in Leighbody, Gerald B., Vocational Education in America's Schools: Major Issues of the 1970s. Chicago: American Technical Society, 1972.

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Part II:

Content and Study Activities

PART II
CONTENT AND STUDY ACTIVITIES

Goal 6.1

Content Outline	Activities-Resources
Goal 6.1: Analyze and Summarize Both the Background of Vocational Teacher Education and the Current Programs and Instructional Principles of Vocational Education.	
A. Background of Vocational Teacher Education The Smith-Hughes Act of 1917 recognized the need for an adequate supply of teachers and authorized the use of federal funds for teacher training. Subsequent legislation supported this initial effort in the area of vocational teacher preparation (23).	(23) Vocational Education in America's Schools, Chap. 10.
1. The George-Deen Act of 1936 authorized a minimum payment of $10,000 to each state for teacher training in agriculture, home economics, and trades and industry programs.	
2. The George Barden Act of 1946 provided for funds for training teachers in distributive education as well as continuation in the three major program areas cited in the George-Deen Act.	
3. The Vocational Education Act of 1963 continued the authorization of funds for teacher training and also authorized funds	

for administration and development of instructional materials (14).

4. The 1968 Amendments provided for the expansion of teacher training through leadership development awards for full-time advanced study and through grants to encourage the education and upgrading of vocational teachers (14).

(14) "A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963."

B. Definition:* Vocational teacher education includes those activities needed to assist teachers in securing the professional knowledge, abilities, understanding, and appreciation that will enable them to qualify for employment or advancement in vocational education (34). Clarification of and implications for vocational teacher education are found within the various definitions of vocational education.

* See Discussion Question A in Part III.

(34) Vocational and Practical Arts Education, p. 167.

1. Vocational education is specialized education as opposed to general education. The American Vocational Association has defined vocational education as education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis (40).

(40) Foundations of Vocational Education: Social and Philosophical Concepts, p. 111.

2. The 1968 Amendments state that: "The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract

with a State Board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations or to prepare individuals for employment in occupations which the Commissioner determines and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teacher aids, and equipment; but such term does not include

the construction, acquisition, or rental of land."*

*See Discussion Question A in Part III.

C. Characteristics of Vocational Teacher Education

In general, vocational teacher preparation is the task of the colleges and universities within each state. These colleges provide preservice programs on campus and extension program services in different parts of the state. Colleges also conduct inservice programs for maintaining and upgrading the quality of vocational educators.

* At this point it would be relevant to invite two or three undergraduate vocational education majors to explain their courses of study.

1. Preservice education:* Because vocational teacher education is controlled and designed at the state level, many variations in requirements occur across the nation. However, most states hold some components of vocational teacher education in common. These include:
   a. High school vocational teachers must meet the certification requirements that the state prescribes for teaching their subjects (23).
   b. Preservice preparation of vocational teachers varies according to the field of specialization. Most teacher preparation is still conducted in terms of the Smith-Hughes philosophy of emphasizing occupational categories.
   c. Teachers of agriculture are trained in land-grant colleges where their studies usually include technical subjects in

(23) Vocational Education in America's Schools, Chap. 10.

agriculture. general liberal arts courses, and professional teacher education courses. These studies lead to a B.A./B.S. degree in agricultural education.

d. Distributive education teachers hold a baccalaureate degree in marketing with additional professional work in education.

e. Business occupation teachers earn a degree in business education which is a combination of studies in business practices, general courses, and professional education courses.*

* Students might describe their own experiences in vocational teacher preparation and discuss the similarities and differences in programs.

f. Varying degrees of practical experience in areas of specialization are usually required for teachers of vocational education. This requirement is a traditional and unique characteristic of vocational teacher preparation. Students usually fulfill this requirement by working during the summer in their areas of specialization, by participating in cooperative work experiences, or by working for a year in their area of specialization before or after graduation (23).

(23) Vocational Education in America's Schools, Chap. 10.

g. A supervised student teaching experience is generally required for high school vocational education teachers. In some states, the state board requires the student teaching experience for beginning vocational education teachers to take place under the

supervision of a vocationally credentialled teacher.

2. A complete program of vocational teacher education includes at least the following activities:
   a. Recruitment, counseling, selection, preemployment training, and placement of new teachers;
   b. The preparation of instructional aids;
   c. The organization of educational programs, both instructional and on the job, for inservice teachers;
   d. The follow-up of teachers through field contacts for the purpose of evaluating the teacher education program and assisting the teacher to improve his or her instructional program;
   e. The improvement of professional and technical college teaching through the application of objectives established for vocational education;
   f. The conduct of studies and investigations that contribute to the development of the vocational programs of the state (34).*
3. Inservice education: The need for continuing education for all teachers has been well established. In most states, vocational educators, in cooperation with state boards, have recognized this need and made provisions for different kinds of inservice education.*

(34) Vocational and Practical Arts Education, p. 167.

* Ask students to list all the components of the vocational teacher education program on their particular campus. Also see Discussion Question B in Part III.

* Ask students to recall and list the various kinds of inservice programs in which they have participated.

a. City supervision: City supervisors (or state supervisors) can develop rapport with individual teachers through consultations and visits. Supervisors can provide opportunities for teaching demonstrations, directed observation, course revision, teamwork in curriculum development, teamwork in evaluation.

b. Teacher-training college follow-up: Many teacher-training colleges conduct follow-up and field work with teachers on a regular basis.

c. National and regional supervision: Supervisors at the national or regional level can encourage and stimulate statewide professional activities by work with superintendents or other state school officers.*

d. Self-improvement: Teachers, in general, view continuing education as a personal responsibility. Short courses, professional magazines, workshops, clinics, and membership in professional organizations are all valuable in updating teaching competencies (2).*

* See Classroom Activity 1 in Part III.

(2) History of Industrial Education in the United States.

D. Principles of Vocational Education Instruction

Because of the numerous variations in requirements and programs for vocational teachers across the states, it might seem that teacher education lacks unity and direction. However, through the years a number of principles of

* See Discussion Question C in Part III.

vocational instruction have been established and are recognized nationwide as desirable and integral aspects of instruction. These principles are applicable and important to vocational teacher education programs throughout the United States. Eighteen of these principles are listed below. The first six are concerned with curriculum, instructional emphasis, teaching time frames, and facilities. The seventh and eighth concern teachers' occupational experience backgrounds and professional preparation. The ninth through sixteenth principles concern students, and the final two principles are concerned with instructional evaluation and placement (3).

1. Instruction must be current with and based on an up-to-date analysis of an occupation's employment skill demand.
2. Instruction should be based on broad-core curricula characterized by flexibility in offerings.
3. Instruction within the broad-core curricula should be based on specific target jobs.
4. Instruction must be provided in the adequate time frames necessary to simulate job situations.
5. Instruction should, as much as possible, be self-pacing, with emphasis placed on the quality and quantity standards of an occupation.

(3) The Philosophy for Quality Vocational Education Programs, pp. 109-147.

6. Instruction requires adequate facilities and equipment to accommodate learning activities and to simulate, or be, actual job situations.
7. Instruction should be given by teachers who have had occupational experience in the subject(s) that they are teaching.*
8. Instruction becomes effective when teachers participate in both preservice and continuous inservice teacher education programs.
9. Instruction must be directly related to clearly defined student goals.
10. Instruction should be prescriptive, preceded by an analysis of the learning needs of each student.
11. Instruction must adapt to identifiable student needs so that all students can become motivated to learn.
12. Instruction must be both individualized, in order to provide for wide differences in background and learning abilities, and grouped, in order to develop team contribution skills.
13. Instruction should be given to accommodate the students' learning requirements in an occupational atmosphere with grades reflecting payment for work well done.
14. Instruction must develop originality, initiative, and thinking abilities rather than memorization without understanding.
15. Instruction must instill work habits required by an occupation.

* Classroom Activity 2 is related to this topic. You may wish to review it at this time. Also see Discussion Question D in Part III.

16. Instruction should include information and activities designed to protect and conserve human life.
17. Instruction must be evaluated by student performance criteria based, as realistically as possible, on occupational demands.
18. Instruction must have job placement and/or advancement or employment realignment as its end result (3).

(3) The Philosophy for Quality Vocational Education Programs, pp. 109-147.

E. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities

1. What are the advantages of designing a unified department of vocational and technical education to prepare vocational teachers?

2. What recommendations would you make to improve inservice education of vocational educators? Consider both the history and principles of vocational teacher education.

3. What are common inservice education activities initiated by the teacher to improve their professional skills and knowledge?

4. List three steps related to teacher education that you consider important for improving the quality of staffing in vocational education, then compare them to other's opinions.

5. List the major components of a complete program for vocational teacher education. Then, for comparative purposes, list the major components of the vocational teacher education program for your campus, or for one with which you are familiar.

6. What recommendations would you make regarding the preparation of beginning-level vocational teachers? Compare your recommendations to another student's or a writer in the field of vocational education.

7. The main task of the trade and industrial education teacher was originally conceived to be:

   _____a. to serve as an occupational model.
   _____b. to foster the professional identity of vocational education.
   _____c. to increase the academic competencies of trade and industrial workers.
   _____d. all of the above.

8. On-the-job experience is probably the only way for the teacher to develop the necessary:

   _____a. technical skills.
   _____b. subject matter "understandings."
   _____c. "appreciations" of mores and conditions of work.
   _____d. personal characteristics and values required for success in the occupation.

9. Analyze your situation as a vocational education student, teacher, or administrator and determine which instructional principles are applied or emphasized in your situation, and which principles are not applied or recognized.

10. Write your definition of inservice education, then compare it with another's definition.

11. Refer to Hill's ten major assumptions about the nature of inservice programs in Appendix A, number 11. Of these ten assumptions, which three do you consider most important? Compare your list with those of other class members.

12. Name and briefly explain three to six approaches to inservice education which you have experienced or read about.

(See Appendix A for possible answers.)

Goal 6.2

Content Outline	Activities-Resources

Goal 6.2: Assess Present Practices in the Certification of Vocational Educators.

A. Definition of Certification: The certification of vocational teachers, supervisors, and directors is the responsibility of each individual state, and for this reason, certification requirements vary. Certification denotes the formal procedures by which persons are recognized and approved as vocational personnel. Certification procedures are outlined in the state plan.*

* See Discussion Question E in Part III.

B. Typical Certification Requirements: Although states can differ considerably in details of certification, most states typically require the completion of a baccalaureate degree program, completion of additional professional teacher education work, and demonstration of occupational competency in a specific service area. This competency is usually determined by number of hours or years of full-time experience "on the job." These requirements apply primarily to high school teachers of vocational education.*

* Classroom Activity 3 analyzes a facet of this problem. See Part III.

1. Certification of vocational supervisors and administrators generally requires graduation from an accredited four-year college or university with a major or minor in an occupational service area,

completion of a minimum number of hours of professional education courses as approved by the state supervisor and teacher training institution, and two or three years as a successful teacher of an approved vocational education program (35).

(35) Leadership Through Supervision in Industrial Education, p. 45.

2. Certification requirements of community college teachers of vocational education often vary more than certification requirements for secondary and administrative personnel. In some cases, educational requirements are waived in lieu of occupational expertise, and temporary certification is made with the stipulation that the teacher will pursue appropriate course work during his or her employment. *

* See Discussion Question F in Part III.

3. It is chiefly in the trade and industrial subjects that teachers are recruited directly from the occupation itself, with no college training or degree and with no prior plans for teaching. Industrial educators adhere strictly to the occupational experience principle. Studies show, in fact, that only within this field has extended work experience (i.e., work experience exceeding one year) been rigidly required (23).

(23) Vocational Education in America's Schools, p. 147.

4. Various states accept technical school graduation, state licensure in a specific occupation, successful completion of a compentency examination, a college degree, or partial completion of a college degree

in lieu of certain work-experience requirements (31).

5. Another common practice among some states is the granting of certification only after the applicant has obtained a teaching job. The original purpose of this practice was to ensure control of the quality and funding of vocational education programs by the state board. Schools without vocationally credentialled teachers receive no salary or program reimbursement. This practice requires that teacher training institutions and state boards work cooperatively to provide an appropriate teacher education program for prospective vocational teachers. *

(31) "Vocational Certification: A National Overview."

* See Discussion Question G in Part III.

C. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities.

1. State one advantage (or strength) and one disadvantage (or shortcoming) of each of the following as a requirement for vocational teacher certification:

   a. baccalaureate degree
   b. specific teacher education courses
   c. work experience
   d. state approval

2. Propose a plan for vocational teacher certification, which may be the same as or different from current practices.

3. What is a typical pattern leading to certification for secondary teachers of home economics, business and office occupations, distributive occupations, guidance, or industrial and technical occupations? Base your answer on your own knowledge and experience as well as on your reading.

Content Outline	Activities-Resources

Goal 6.3: Synthesize the Major Needs for Improvement in the Preparation and Certification of Vocational Teachers.

Vocational educators who have described current practices in teacher education appear to agree on three general areas of need for improving teacher training. Two of these areas of need are common to teacher education programs in general. *

* In Activities for Additional Credit, Part III, Activities 2 and 4 are related to this section. Classroom Activity 4 also explores questions in regard to needs.

A. The Need to Identify with a Broader Spectrum of Education: Educating people to live and achieve in a complex society is a task that cannot be accomplished through fragmentation of effort and isolation of one subject from another.

1. Teachers can no longer think of themselves as simply the transmitters of skills and facts that they have acquired.
2. All teachers need a broad, liberal education as a foundation for whatever specialty they may follow (23).
3. Technology is more than the ways and means of increasing the efficiency and quality of production. Teachers must understand the impact of technology on social change, economic change, political change, value change, human development, and cultural patterns.*

(23) Vocational Education in America's Schools, Chap. 10. Also see (3) The Philosophy For Quality Vocational Education Programs, pp. 200-202.

* Students have been asked to prepare a class discussion regarding this section. See Study Activity 2.

4. Much of the vocational teacher education literature describing competency-based programs, cost effectiveness, and systems for managing education gives exclusive priority to the development of entry-level skills for the labor market areas served by vocational education. Much concern is given to the occupational trade competencies of teachers and the relation of these to the production of quality products. These considerations deserve serious attention in vocational education (23).

(23) Vocational Education in America's Schools.

5. There is also credibility in developing teacher competencies in communicating with a diversity of people, in developing a value for being open-minded and democratic, and in assisting students to develop the tools of communication and the facility and desire to learn. These are needed above and beyond the specific entry-level job competencies and often make the difference between getting and holding a job, and between holding and advancing in a job (3).

(3) The Philosophy for Quality Vocational Education Programs, pp. 200-202.

B. The Need for Improved Articulation and Coordination Among and Within Teacher Education Agencies

1. The organization of postsecondary vocational teacher education tends to isolate the vocational teachers and prospective vocational teachers from themselves and

from teachers of other subjects. This promotes single-mindedness and prevents an overview and integration of the educational process.*

2. A unified department of vocational education would help (1) eliminate duplication of courses; (2) see the whole field of vocational education more broadly and reduce isolationism; (3) facilitate joint development of programs for related occupations; (4) develop the understanding that teachers can share methods and problems, and work toward similar ends (16).*
3. Teacher education institutions must be more certain as to the appropriate qualifications and preparation for vocational teachers. They need to consider more comprehensive goals in order to include more diverse groups of people (16).
4. Occupational experience in vocational teacher education programs appears to be a time-tested tradition, but it also generates considerable controversy among educators, particularly vocational teacher educators. Some question the lack of any set standards for on-the-job performance. Others question the quality of the experience by pointing out that a five-year job experience may mean five years of varied and valuable experience or it may mean one

* See Discussion Question H in Part III.

(16) Foundations of Vocational Education, pp. 256-263. Also see (23) Vocational Education in America's Schools, Chap. 10.

* See Discussion Question I in Part III.

(16) Foundations of Vocational Education.

year of experience repeated five times. Still others point out that there is no "hard evidence" to support its success in aiding in the development of good teachers (23). *

(23) Vocational Education in America's Schools, Chap. 10.

* See Discussion Question J in Part III.

5. Some critics of vocational teacher education programs feel that not enough attention is focused on "levels of competencies." In other words, high school teachers do not need the same skills as community college or technical school teachers, therefore they should not be held to the same occupational experience requirements (23). *

* See Discussion Question K in in Part III.

C. The Need for Vocational Teacher Training for Groups with Special Needs

1. Few teacher education programs are designed to train technical educators. Although the technical educator has much in common with the vocational educator, he or she also needs some special preparation.
2. Teacher education programs have failed until very recently to recognize and provide for community college teachers (16).

(16) Foundations of Vocational Education, pp. 256-263.

3. Few teacher education programs help the prospective teacher develop skills and understanding for assisting the "disadvantaged." The term "disadvantaged" refers not only to the "poor person" but also to (a) the large number of younger and some older persons who are in school

or in training programs because they have been unable to find suitable jobs; (b) the millions of women who do not look for part- or full-time employment because they know it is not available at all, or unavailable under conditions of family responsibilities; (c) young women, for the most part in low income families, who remain at home because they find it difficult to secure a suitable job; (d) persons on welfare, many of whom are female heads of households who cannot support their families by holding down the types of jobs available to them; (e) the many physically, mentally, and socially handicapped persons who cannot work, at least initially, except under sheltered conditions; (f) prisoners and other people in institutions who are not hired even though they might be able to work full-time or part-time if trained to do so; (g) large numbers of people who make a living in illicit or illegal work in part because of their failure to find suitable legitimate employment (3).

(3) The Philosophy for Quality Vocational Education Programs, pp. 192-193. Also see Work in America, Report of a Special Task Force to the Secretary of Health, Education and Welfare (Cambridge, Mass.: The MIT Press, 1973).

D. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities.

1. State one way in which the actions of each of the following participants in a model state program for professional personnel development could assist the efforts of another participant(s).
   a. State Agency for Vocational Education
   b. State Coordinator for Professional Personnel Development in Vocational Education
   c. Coordinating Council representing employers, teacher education institutions, students

2. Form three discussion groups. Each group should take the responsibility for presenting ideas, suggestions, or criticisms of one of the following statements:
   a. Vocational teacher education could be improved by developing programs that identify with a broader spectrum of education.
   b. Vocational teacher education could be improved by increasing articulation and coordination among and within teacher education agencies.
   c. Vocational teacher education needs to provide training for personnel that will allow them to work effectively with groups with special needs.

After all groups have completed developing their ideas, concepts, suggestions, or criticisms, plan a 45-minute class session where each group, including the instructor, has an opportunity to present briefly their ideas.

Goal 6.4

Content Outline	Activities-Resources

Goal 6.4: Present and Explain Recent Trends in the Preparation of Vocational Educators.

A. Performance-Based Teacher Education*

1. Since 1968 the Center for Vocational and Technical Education has been engaged in research to identify the competencies common to all vocational education personnel and unique to each service area.
2. Curricula based on the results have been developed by CVTE and have influenced numerous university efforts to modify their vocational education teacher training programs to reflect a competency or performance base (13).
3. Performance- or competency-based education utilizes a systems approach to the design and development of all facets of instruction; together these facets "form the basis of a program which provides for accountability" (11).

B. Microteaching: Microteaching is a learning technique that involves teaching a very small group of students (23).

1. This technique is similar to simulation, a technique that has been used successfully in both general education and vocational education.

* Classroom Activity 5 is related to this section. See Part III.

(13) "Design for Developing a Model Curriculum for Teacher Education." Also see (12) "Performance-Based Teacher Education"; (10) "A Working Model of a Competency-Based Teacher Education System"; (18) "Performance-Based Teacher Education Curricula: Implications for Programs."

(11) A Competency-Based Program for Preparing Vocational Teachers, pp. 5-6.

(23) Vocational Education in America's Schools, p. 147.

2. These kinds of techniques (i.e., micro-teaching and simulation) are new devices for teaching a traditional process. They have not caused real changes in teacher education programs.

C. The Cooperative Occupational Preteaching Experience Program (COPE)

1. COPE is a program at Rutgers University that places a priority on recruiting promising students for vocational teacher education programs.
2. Interested high school seniors are interviewed, screened, and tested to determine their potential as future teachers. They are then placed by the university with an appropriate employer who agrees to assist the students in learning about the occupations they will teach (23).

(23) Vocational Education in America's Schools.

D. Education for Curriculum Specialists: Vocational educators have begun to pay increasing attention to the need to prepare vocational education curriculum specialists to meet increased curriculum needs in vocational education.

1. The workshop or institute approach, involving lectures, assigned readings, field trips, discussion groups, and question-and-answer sessions, has been used to prepare vocational educators for effective roles as change agents in curriculum development (36).

(36) "Summer Institute to Prepare Vocational Educators in Curriculum Development."

2. A national conference and a series of regional seminars concerning vocational education curriculum development were held in 1969 to develop a national plan for training curriculum specialists; the plan included internships in ongoing curriculum development programs, national or regional seminars, and state programs of inservice workshops (41).

(41) "A Guide for the Development of Curriculum in Vocational and Technical Education."

3. McPherson describes the ongoing development of two parallel projects, at Washington State University and at the American Institutes for Research, to develop curriculum materials for use by universities and state and local education agencies to train vocational education curriculum specialists (26).

(26) "Identification and Analysis of Roles, Responsibilities, and Competencies of Vocational Education Curriculum Specialists," pp. 24-31.

E. Leadership Development Programs: In the past ten years, vocational education has undertaken special leadership development programs.

1. Miller describes examples of various types of leadership development programs involving simulation, laboratory training, internships and field experience, inservice programs, workshops, seminars, and institutes.*

* Students have been asked to prepare a class discussion on this section. See Study Activity 5.

2. More attention must be paid to the comparative cost-benefit of various alternatives, and to the recruitment and selection of appropriate candidates for leadership development programs (28).

(28) Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education, pp. 1-34.

3. The Education Professions Development Act (EPDA) has supported doctoral-level leadership programs for vocational education in which an internship is required and in which vocational education receives integrated treatment (38).
4. Some evidence is available that advanced educational preparation of this kind is associated with a more dynamic orientation among vocational education leaders.

(38) "Curriculum Development in Vocational Teacher Education," p. 90.

F. Study Activities

Based on your reading of the content outline and any additional references as suggested, complete the following activities.

1. What is competency-based teacher education?

2. Summarize the most important points made by one of the suggested references on competency-based teacher education.

3. The following practices have been used as new approaches to preparing vocational teachers. Devise two or three questions about each practice. Then hold a classroom discussion to answer these questions. Small groups of students could take responsibility for each practice.

   a. microteaching
   b. simulation
   c. leadership development programs

4. Locate an article in a current journal that describes innovations or trends in vocational teacher preparation. Briefly summarize the article (one paragraph), then share your summary with other class members in order to develop your own annotated bibliography on this subject.

Wrapup Activity

NOTE: To meet the basic requirements of this module, select one of the following activities and complete it as directed. If you wish to gain additional credit beyond the basic requirements, you may choose a second activity to complete. Consult with your instructor first if you wish additional credit.

1. Collect information on a preservice or inservice education program offered at a teacher education institution near you (or which you have attended) to prepare vocational teachers in a particular service area or specialization. Write a critical analysis of the program: its purpose, components, students served, program activities, etc., and any needed changes or additions that you would recommend.

2. Select an occupational service area or specialization for which teachers are prepared in your state (for example, in California: Teaching Credential with a specialization in Vocational Trade and Technical Teaching). After the instructor has approved your choice, contact the appropriate agency(ies) to collect information on: (a) types of credentials that may be obtained for teaching this subject, and (b) the specific requirements for each type of credential. Prepare a brief statement summarizing the information you have collected.

3. Read Miller, Melvin D., Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education (Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1972; ERIC Document Reproduction Service ED 064 471). Select an area which Miller reviewed (e.g., tasks of all vocational leaders, competencies needed by personnel in state divisions of vocational education, teacher educators). Prepare a

literature review using at least four sources--those cited in Miller or more recent ones--relating to that area. (You may use the ERIC information retrieval tools Research in Education, Current Index to Journals in Education, or Abstracts of Instructional Materials in Vocational and Technical Education to locate more recent sources.) Write up your literature review as a brief report with appropriate conclusions or recommendations.

Part III:

Group and Classroom Activities

PART III

GROUP AND CLASSROOM ACTIVITIES

Classroom Activities

NOTE: The following activities are designed for use in the classroom to stimulate discussion on specific topics covered in this module. The activities are designed to be used following student self-study; however, depending on the background and abilities of students, these activities may not require previous study. All classroom activities are keyed to the Content Outline to indicate an appropriate point at which they might be presented.

1. Discuss the pros and cons of the following statement:
   "Continuing education is the responsibility of each individual vocational educator; the extent to which inservice education will yield improvements in vocational education is dependent upon the extent to which individuals accept this responsibility." See (22), page 79.

   Pros: The suggested response to this activity is based on Hill's article (22).

   The relative importance of particular inservice education experiences for any individual will be influenced by differences in occupational field and position on the teaching team (Hill, page 79); thus, individuals must select the most appropriate inservice education experiences to suit their job situation.

   Change in behavior is facilitated when the learner (in this case the learner is the teacher engaged in an inservice education activity) completely understands the objectives to be achieved and perceives the achievement to be important and useful (Hill, page 79).

   Extrinsic motivation such as required credits or hours or experience for certificate renewal or salary increments are not as likely to yield important change or improvement in performance as is a more intrinsic motivation (Hill, page 80).

Cons: (The following points do not necessarily conflict with Hill's statement, but are possible qualifiers or additions to it.)

Individual responsibility for learning does not lessen the responsibility of educational leaders for helping teachers analyze needs, translate needs into specific goals, and provide resources, environment, and time to make continuing education possible.

Inservice education should be the primary responsibility of the local education agency with close cooperation of universities and state departments of education (Evans, page 259), and should provide for: twelve-month employment of teachers with summers devoted to building strengths through employment, curriculum development, further education, the opportunity to visit other schools, exchange programs with employers, attendance at and participation in professional meetings. (Note that these activities all require encouragement and/or endorsement from the individual teacher's immediate supervisor or a higher-level authority.)

"A corollary to a sound plan of teaching service requires a radical departure for the inservice program of vocational teachers. I am of the opinion that inservice education must be institutionalized. Either the State Department of Education or the universities must develop divisions which devote themselves exclusively to a year-round development of the instructional materials for inservice learning" (Essex, page 311).

2. A recent review of cooperative education programs to provide occupational experience for teachers indicated the great potential of such programs for increasing the occupational competency of vocational teachers (Beasley and Smiley, 1971). Discuss possible obstacles to more widespread use of such programs and ways of overcoming such obstacles.

Obstacles:

Complacency--People tend to take comfort in adhering to an established routine, which makes it difficult to promote staff development programs.

No incentive--People in a given situation may not feel the need to participate in self-improvement programs.

Heavy work load--Teachers are busy. A heavy work load may preclude taking part in a self-improvement program.

Limited resources--The lack of funds for scholarships and grants makes it more difficult to recruit participants.

Limited and inflexible programs of graduate schools--Would-be participants may be more interested in satisfying the requirements for a degree than in improving occupational competency.

Ways of Overcoming Such Obstacles:

Occupational experience programs must be organized to ensure participation of all vocational education teachers.

Vocational teacher education programs should include occupational experience as a requirement for graduation.

Programs should be provided to allow for participation of teachers without a strain on the local school.

More scholarships and grants should be provided.

The type of work experience must provide the most beneficial learning experience for individual teacher situations. (Based on Beasley and Smiley, page 23.)

3. What are the advantages of using variable standards over time to award certificates to vocational teachers, as opposed to using fixed standards? What are the disadvantages?

Advantages: This response is based on Evans (16).

During a time when it is experiencing teacher shortages, a vocational education agency can lower its standards to enable it to consider a wider range of applicants for openings.

States can raise standards and certify only the most qualified teachers as jobs become available for them, rather than creating a pool of certified people who might be less qualified than those who could be certified later.

Disadvantages:

The overall quality of vocational teachers will be negatively affected by the use of lower standards at certain times.

Measurement and prediction of supply-demand relationships are difficult when variable standards are used.

Varied standards lead to greater variations in certification requirements between service areas, thus helping perpetuate their isolation from one another.

4. Below are listed three types of competencies which vocational education attempts to provide its students. Describe the changes in vocational teacher preparation programs that would be necessary to increase the success of vocational education in helping students achieve each type of competency.

Student Competencies:

Ability to make decisions concerning the best job or jobs for which to prepare.

Skills appropriate to perform the tasks required in modernday technical and industrial occupations.

Occupational breadth, versatility, adaptability, and learning how to learn.

Changes Necessitated in Teacher Preparation:

Competencies in individual and group guidance and counseling (Moss, page 41); learning to work in cooperation with trained counselors, and familiarity with counseling techniques (Evans, page 158); special preparation for providing career orientation (Leighbody, page 144). "Any personnel development system in vocational and technical education should focus upon career development theory and orientation" (McComas, page 104).

"'Technical skills' of the occupational area consist of the cognitive and psychomotor abilities called for by the occupational area to be taught. The depth and breadth of the skills required is dependent upon the purposes of the vocational program and the particular teacher's role. For example, in some cases journeyman or masters' level competence in a particular occupation and familiarity with directly related occupations is

necessary. In other roles and/or programs 'advanced apprentice' level competencies in an occupational cluster and beginning-level skills in related clusters may be desirable. Finally, in some instances 'beginning apprentice' level skills in a wide variety of occupational clusters may be appropriate" (Moss, page 39). "Vocational education teachers need occupational experience to better teach the essentials of gainful employment" (Beasley and Smiley, page 1). "A suggested framework of general objectives for a cooperative teacher training program includes the following points: (1) To improve the occupational competency of vocational teachers in preparing students for the world of work; (2) To learn about new technologies and practices used by business and industry so as to further curriculum and program development; (3) To promote school-business-industry cooperation in the education of vocational and technical teachers to maintain industrial relevancy" (Beasley and Smiley, page 19).

Teachers will need "intellectual breadth and depth . . . a broad and balanced education," "early commitment to teaching as a career" (Leighbody, pages 136, 146). "What we need is teacher specialization tied together with a common core of courses and other experiences which also makes them vocational educators and educators, period" (Evans, page 246). (Also see Evans' suggestions for changes in preservice and education programs for generally improving the quality of staffing in vocational education, pages 258-259.)

5. Describe how performance- or competency-based teacher education can lead to increased accountability for vocational education, both of teacher education institutions and of the teachers who are prepared by such institutions.

Increased Accountability for Teacher Education Institutions:
(The following accountability-related aspects of a competency-based teacher education program are based on Cook and Richey; however, most of them would also apply to other competency-based programs.)

Decisions to revise any part of the teacher education program are data based (Cook and Richey, page 2) and can thus be evaluated for appropriateness in light of the data.

Program design is carried out not by generalists but by faculty with input from classroom teachers (page 5), and thus each group is able to monitor and encourage quality work from the other.

All elements of the instructional system are defined and their relationships specified (page 5-6), which enables each element to be examined and evaluated in relation to the achievement of program goals.

The competency base is readily amenable to field testing and research (pages 6-7), which enables collection of data to continually validate the basis of the program.

The test items for exemption, prerequisite skills, and exit tests are being studied for reliability and validity (page 10).

The modular instructional format enables accommodation to, and eventually mapping of, different cognitive styles of students (page 11), providing another area of program operation which is subject to monitoring.

Formative evaluation data are gathered from students, faculty, and classroom teachers throughout the program (page 12).

Increased Accountability for Teachers Prepared:

(Note: Since both the students and the institution can be held accountable for student learning, the following could apply not only to the teachers but also to the institution preparing them.)

Before a student begins any position of the instructional sequence, he or she must demonstrate that he or she possesses the prerequisite skills (page 10), thus gaps in previous learning are not merely "passed" as in much traditional instruction.

If a student can demonstrate a portion of the skills, he or she can exit from that part of the system and receive credit (page 9), thus his or her completion of the program indicates achievement of specified competencies in all program aspects and not just that he or she only put in "seat time."

Terminal performance of students can be evaluated in comparison with the performance objectives (page 8).

A follow-up of the student as he or she demonstrates competencies on the job is carried out (page 12).

A follow-up of the pupils of the graduates will eventually be conducted (page 13).

Activities for Additional Credit

NOTE: These activities are designed for the student who wishes to obtain additional credit beyond the basic requirements of this module. You may choose to have the student write a paper on one of these activities, or discuss the activity with you, or you may select some other method for the student to complete the activity.

1. Identify a program for preservice or inservice education of vocational educators that is offered in your state by an institution other than a university (e.g., state department, local vocational agency, professional organization). Collect information on the subjects covered, the participants (instructors, students, etc.), the credit arrangement or other incentives for students, the sponsoring agency(ies), and any special features. Describe one potential advantage and one potential disadvantage which result from offering this program without sponsorship by an institution of higher education. Summarize the information you collect in a brief report.

2. Select one of the areas of special need in vocational teacher preparation identified below (taken from Simpson and Ellis, 1971, pages 99-101). For this assignment you may either (a) prepare an annotated bibliography of at least ten references concerning research or ongoing programs related to preparing vocational educators to deal with this need, or (b) identify and do an in-depth descriptive analysis of an ongoing preparation program designed to help teachers meet this need.

   a. Preparation for teaching in the urban setting, including the "inner-city syndrome": density of population and events, crime and delinquency, prostitution, family disorganization, alcohol and drug addiction, unemployment and underemployment, militancy of response, and problems related to ethnic identity

b. Work with different ethnic groups, perhaps involving a minor in Black studies, Spanish language, Puerto Rican culture, or American Indian culture

c. Effective work with students having special needs, such as the physically handicapped or slow learners, perhaps involving a minor in special education

d. Work with students who are disadvantaged socially and economically

e. Work with gifted students (an area in which the authors could find no vocational teacher education program in the country at the time of their writing)

f. Work with the aging, with emphasis on counseling, upgrading, and retaining

g. Work with migrant workers to improve employability and general quality of life

h. Career education of young children, of the "blue collar" worker, or of women

3. Contact an administrator or curriculum specialist with responsibility for vocational education curriculum management in a nearby school district or vocational agency. Collect information on the types of inservice education activities in which vocational educators in that agency have participated in order to increase their competencies in career education as it relates to occupational preparation. Summarize your findings in a brief report.

4. Select a person who is working or has worked as a vocational teacher, supervisor, or director, or has worked in some other role related to vocational education. Using Evans' list of five means by which a teacher can "correct deficiencies" or upgrade competencies through inservice education activities (16, page 254), collect information from your informant (by questionnaire, interview, etc.) as to the specific inservice activities he or she engaged in during the past five years.

Discussion Questions

A. How would you define vocational education? What implications does your definition hold for vocational teacher education? How many different opinions do class members have regarding the meaning of vocational teacher education?

B. What additional teacher preparation activities would you add to the list suggested in the outline?

C. What makes an inservice session valuable?

(Speakers, movies, small group work, refreshments, hands-on experiences, relevancy)

D. What is the rationale for principle 7? Does occupational experience make the vocational teacher or administrator better able to relate successfully to employers, labor leaders, vocational students?

E. What are the requirements for certification in some of the service areas in your state? Are these requirements realistic? Are they similar to other states?

F. Does your state have requirements for certification of vocational personnel in community colleges? How do these requirements differ from the certification requirements for secondary personnel?

G. Who regulates certification for general and academic teachers in your state? How do these certification procedures differ from vocational certification procedures? Do these procedures vary from state to state? (You may wish to have a general teacher educator, administrator, or state department of education official discuss these questions with your class.)

H. Among the teacher education procedures and content of each occupational service area, are there more similarities or more differences? (Have students list the similarities and differences in teacher education for several different occupational areas, such as home economics, trades and industry, health, distributive education.)

I. Does vocational teacher education differ so much from other areas that it should be entirely separated? (Have students list the similarities and differences, then compare and come to some conclusions.)

J. Is there a way to develop competency other than by long-term employment? Should vocational education seek alternatives to this approach?

K. Is it possible that teachers can be "overtrained" or "overexperienced" for the level of students with whom they work? Does this supposed "overtraining" result in job disappointment or dissatisfaction?

Part IV:

Student Self-Check

PART IV

STUDENT SELF-CHECK

GOAL 6.1

1. List four legislative acts that supported vocational teacher education. (6.11)

2. What is the definition of vocational teacher education? (6.12)

3. How does inservice education for vocational educators differ from preservice education? (6.13)

   _____a. It is offered primarily by teacher training institutions.
   _____b. It is designed to provide basic teaching competencies.
   _____c. It is concerned with upgrading existing competencies.
   _____d. It is usually carried out during the school year.

4. Describe the general preparation programs for vocational teachers of agriculture, of distributive occupations, and of business occupations. (6.14)

5. What are the four major components of most current vocational teacher preparation programs? (6.15)

6. What activities should be included in a complete program of vocational teacher education? (6.16)

7. What are four approaches to inservice education? (6.17)

8. List ten principles of vocational instruction. (6.18)

GOAL 6.2

9. To what does vocational teacher certification refer? (6.21)

   _____a. the formal recognition of merit among individual vocational teachers

   _____b. the formal procedure by which a person is recognized and approved as a vocational teacher

   _____c. the awarding of course credit for inservice education activities

   _____d. the examination procedure by which a practitioner demonstrates occupational competency

10. What document explains the certification requirements of any given state? (6.22)

11. Describe the typical certification requirements for secondary vocational teachers, postsecondary vocational teachers, and vocational supervisors and administrators. (6.23)

GOAL 6.3

12. Why do vocational teachers need a broad, liberal education in addition to occupational competency? (6.31)

13. Describe the two organizational approaches for vocational teacher education in an institution of higher education. (6.32)

14. What are two advantages of a unified department of vocational education? (6.33)

15. Explain two problems associated with the occupational experience requirement for vocational teachers. (6.34)

16. List two benefits to teachers derived from the occupational experience requirement. (6.35)

17. List five groups of people with special needs that vocational teachers with additional training and experience might conceivably assist. (6.36)

GOAL 6.4

18. What is the definition of competency-based teacher education? (6.41)

19. For what did the Education Professions Development Act provide? (6.42)

    _____a. the preparation of counselors for a more significant role in vocational guidance

    _____b. the creation of personnel development centers for preparing career education personnel

    _____c. the preparation of vocational teachers for working with handicapped students

    _____d. doctoral-level training of leaders for vocational education

20. Briefly describe the recent educational emphasis on education for vocational curriculum specialists. (6.43)

Part V:

Appendices

PART V

APPENDICES

Appendix A:

Possible Study Activity Responses

GOAL 6.1

1. The advantages of a unified department of vocational education are:

   - elimination of undesirable duplication of courses or units of instruction on common topics and provision for a common core of instruction;
   - provision for better education of planners, researchers, teacher educators, administrators, and other leaders able to see the field broadly;
   - allowance for development of programs for general administrators who cannot take several different courses in vocational and technical education but who need a broad knowledge of the field.

2. Recommendations to improve inservice education of vocational educators might include:

   - leadership by state offices of vocational education and universities in providing itinerant inservice program leadership;
   - funds to support local proposals for inservice education;
   - fellowship and institute programs that will allow certain functions of inservice development to be carried out on a statewide or regional basis (Evans, p. 254).

3. Common inservice education activities initiated by the teacher to improve their professional skills and knowledge include:

   - reading periodicals and books about teaching or about the subject being taught;
   - securing part-time employment during the week or during the summer;
   - attending schools conducted by business or industry;
   - visiting local businesses and industries;
   - attending technical meetings or meetings of educational personnel (Evans, p. 256).

4. Steps related to teacher education for improving the quality of staffing in vocational education according to Evans (16) include:

   - eliminate certification or substantially modify it.
   - make preservice education the primary responsibility of the university, with substantial involvement of state and local educational agencies.
   - make inservice teacher education the primary responsibility of the local educational agency, with substantial involvement of universities and state departments of education.

5. Major components of vocational teacher education by Roberts (34)

   - recruitment, counseling, selection, preemployment training, and placement of new teachers;
   - the preparation of instructional aids;
   - organization of educational programs, both instructional and on the job, for inservice teachers;
   - follow-up of teachers through field contacts, for the purpose of evaluating the teacher education program and assisting the teacher to improve his or her instructional program;
   - improvement of professional and technical college teaching through the application of objectives established for vocational education;
   - conducting of studies and investigations that contribute to the development of the vocational programs of the state.

Midwest University

   - training and placement of new teachers;
   - active involvement of department in developing materials; required media course for students;
   - extensive graduate program for teachers during evenings and summers;
   - two-year follow-up program for new teachers--includes two visitations per year by college supervisor of individual occupational service areas, one on-campus meeting to review new materials;
   - extensive graduate program for secondary and university teachers and administrators; no program for community college instructors or administrators;
   - studies in progress by graduate students in conjunction with the state board for occupational education; undergraduates required to write proposals to improve classroom settings for submission to state board.

6. Recommendations regarding the preparation of beginning-level vocational teachers according to Moss (29):

   - In the interests of economy and productivity, only persons who already possess adequate specialized technical skills, occupational appreciations, and personal characteristics should be selected as noncareer (temporary and part-time) instructors.
   - The majority of noncareer teachers will have learned most of their subject matter competencies on the job, but an increasing proportion of the most desirable recruits should also have graduated from postsecondary vocational programs before acquiring job experience.
   - "In school as a prospective teacher" is the logical means for developing the technical competencies and understandings of the world of work needed by career teachers of those vocational programs that provide occupational orientation and exploration and which facilitate the learning of other subject areas. Teacher education programs for these purposes need to be created and should include a component of cooperative work experience.
   - Because of the growing difficulty in maintaining an adequate array of specialized technical courses, a graudally decreasing proportion of career-oriented instructors who will teach in vocational programs designed to develop specialized occupational skills should learn their subject matter inside teacher education institutions.
   - Similarly, because of the low probability of their obtaining sufficient additional education and the questionable usefulness of their value orientation, there should be a reduction in the proportion of tradesmen (who learned as workers on the job) who are recruited for career-teaching roles.
   - In their place, a greater number of graduates from postsecondary vocational programs should be carefully selected for admission to teacher education institutions, where they can be given an opportunity to gain occupational appreciations through cooperative education programs and to acquire understandings about the world of work through formal study (Moss, p. 56).

7. a

8. c

9. (The specific response to this activity depends on your individual situation.)

10. Inservice education is the continuing education of a person who has previously developed the basic competencies required for entry into a position on the teaching team. The purpose of inservice education is to improve the educator's performance in the educational role for which he or she was previously prepared (22, p. 73). Other purposes include:

- continued education to improve performance and keep up-to-date in the subject-matter knowledge, the occupational skills, procedures, and knowledge of the occupation, and new educational processes and methods;
- increased insight into individual differences among learners and the ability to accept and cope with learning difficulties;
- helping each vocational educator develop and maintain zest for his or her role as a vocational educator;
- helping each individual gain particular preparation geared to the particular needs and conditions of that individual's job (Hill, pp. 75-79).

11. Hill's ten major assumptions about the nature of inservice programs are:

- It is imperative that vocational educators continue education to improve their performance and to keep up-to-date in: (a) the discipline(s) that provide the subject matter, the basic knowledge for an occupation, (b) the occupational field that is the source of the skills, procedures, and knowledge for occupational education, and (c) new educational processes and methods derived from current research and experimentation.
- Increased insight into individual differences among learners and the ability to accept and cope with learning difficulties is an important facet of inservice education for vocational educators.
- An important function of inservice education is to help each vocational educator develop and maintain a zest for his or her role as a vocational educator.
- The basic needs for inservice education are similar for all vocational educators--the relative importance of each will be dependent on the occupational field in which the educator is working, the organizational structure of the education program, and the type of position held.
- Continuing education is the responsibility of each individual vocational educator; the extent to which inservice education will yield improvements in vocational education is dependent on the extent to which individuals accept this responsibility.
- Local schools, professional organizations, state educational agencies, associations and organizations of workers, businesses or agencies employing vocational education students, and institutions of higher education all have a responsibility for inservice education. The services of these various groups need to be planned cooperatively and the unique contributions of each group identified.
- The specific individual inservice needs of each vocational educator are different, and the inservice program for each person must be tailored to fit his or her needs.
- The inservice education needs of individual vocational educators can be met better if a wide variety of services, programs, and experiences are provided.

- The total impact of inservice education on an individual will be greater if it is planned on a long-term basis.
- Inservice education will be most effective if planned on the basis of evaluation, research, and a clearly defined and consistent philosophy of vocational education (Hill, pp. 175-182).

The three assumptions you consider most important are, of course, your personal choice.

12. Six approaches to inservice education are:

- inservice through consultations and visits by college or district supervisors;
- inservice through workshops sponsored by colleges, state boards, or local districts providing teaching demonstrations, directed observations, curriculum development or revision;
- inservice through follow-up programs conducted by colleges which have placed teachers on jobs;
- inservice through participation in professional organizations;
- inservice through personal motivation to read professional journals and other pertinent literature;
- inservice through summer work related to teaching area.

GOAL 6.2

1. a. Baccalaureate degree

Advantages

- The degree should signify a broad, liberal education with concomitant understanding of social and economic issues of concern to vocational educators.
- It can be assumed that those students who successfully complete a college program and receive a degree have not only intellectual abilities but also certain personal characteristics that will help them become successful teachers.

Disadvantages

- The degree may have been gained at the expense of work experience in the real world.
- The degree may be in a field somewhat unrelated to the demands of vocational education.

b. Specific teacher education courses

Advantages
- The courses should have given students some awareness of teaching methods and educational philosophy, which should help them as teachers.
- The courses may have given students some teaching experience, as interns or student teachers.

Disadvantages
- If courses were provided for a particular service area, they may have isolated students from teachers in other service areas in academic education, as well as provided a narrow orientation to vocational education.
- Some courses are required more on the basis of tradition than because they contribute to teaching competency.

c. Work experience

Advantages
- Work experience should signify "appreciations" of mores and conditions of work characteristic of the occupation.
- Work experience may instill confidence in students that the instructor has relevant skills and is teaching relevant content.

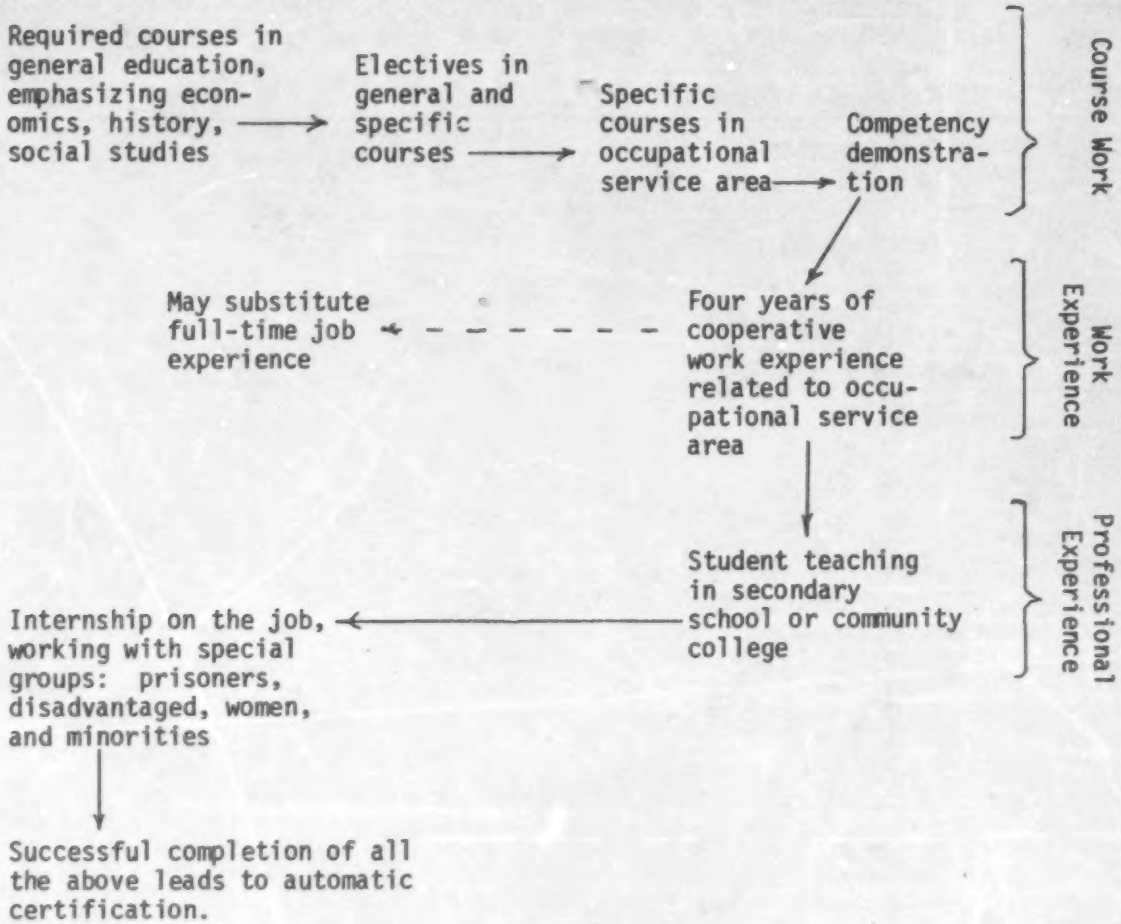
Disadvantages
- Work experience may have been gained at the expense of a broad, liberal education or experiences that provide teaching competencies.
- Technical skills learned on the job may be too highly specialized, quickly outdated, or of limited transfer value for preparing students.

d. State approval

Advantages
- Refusal to issue certificates until they are required for employment prevents formation of a pool of certified people who might be less qualified than those who could be certified later.
- State approval enables the state to raise or lower standards in response to the labor market for teachers.

Disadvantages
- State approval prevents qualified teachers from being certified if they do not conform to the preferences of the state board.
- State approval prevents formation of a pool of qualified teachers.

2. Example of a plan for vocational teacher certification:


Required courses in general education, emphasizing economics, history, social studies
Electives in general and specific courses
Specific courses in occupational service area
Competency demonstration
Course Work
May substitute full-time job experience
Four years of cooperative work experience related to occupational service area
Work Experience
Student teaching in secondary school or community college
Internship on the job, working with special groups: prisoners, disadvantaged, women, and minorities
Professional Experience
Successful completion of all the above leads to automatic certification.

3. Most secondary teachers of home economics, business and office, and distributive education have followed a certification program similar to the following:
   - minimum course work requirements for graduation
   - minimum course work requirements in a specific occupational service area
   - student teaching or internship
   - minimum hours of required work experience (on own time)
   - job placement

   A vocational guidance counselor generally has completed the above requirements with additional work in psychology and in counseling and

guidance and, in some states, counselor certification is required in addition to state board approval.

A technical or industrial arts teacher today has very likely gone through a program similar to the above. But he or she is more likely than other vocational teachers to be a "noncareer" teacher, recruited into the teaching ranks for specific skills he or she has acquired on the job. In many cases such a person would be temporarily certified until appropriate education and experience have been taken.

GOAL 6.3

1. State Agency for Vocational Education
   - By conducting long-range planning, it can help preparation institutions identify future needs for types of teachers to be prepared and types of competencies in which they should be prepared.
   - By developing curriculum materials in projected high-need areas, it can help students and training institutions, who can use these materials.
   - It can provide stipends and scholarships to support professional development of leadership personnel for vocational education.

   State Coordinator for Professional Personnel Development in Vocational Education
   - By serving as a liaison between state and teacher education institutions, he or she can improve coordination of the activities of each in personnel development.
   - By recruiting staff to participate in leadership development programs, he or she can help provide better leadership personnel for the future for working in state and local vocational education agencies and teacher education institutions.
   - By providing leadership in conducting inservice education programs, he or she can help provide better teachers and teacher educators for staffing the state's vocational education agencies.

Coordinating Council representing employers, teacher education institutions, students, etc.
- By serving in an advisory capacity for the state agency for vocational education, it can help to design and develop the state plan for personnel development in vocational education.
- By providing student input, it can help to ensure that necessary teacher competencies and existing shortcomings are provided for in new teacher education programs.
- By providing employer input, it can help identify business and industry sources of potential teacher supply and emerging occupations for which teachers need to be prepared.

2. In regard to "identifying with a broader spectrum of education," you might consider the following:
   - Is a teacher a transmitter of facts and skills or a facilitator and a model?
   - Do specific technical courses provide understandings about the economic, social, and psychological effects of technology?
   - Do specific technical courses provide skills in communicating with people?
   - Do specific courses in occupational areas provide understanding about the nature of learning and learners?
   - Is there value in having a unified philosophy of vocational education, or should each occupational area remain separate?

   In regard to "improving articulation and coordination among and within educational agencies," you might consider the following:
   - Is there value in having a standard certification approach for all service areas within a state, or should each service area be different?
   - Is there too much duplication of course work on campus among various service areas?
   - Are there other ways of developing occupational competencies other than long-term employment?

   In regard to "working with groups with special needs," you might consider the following:
   - Should vocational education feel responsible for assisting those groups of people who have been the most disadvantaged in the employment arena? These groups include (1) women who find it very difficult to secure a suitable job; (2) younger and older persons unable to find suitable jobs; (3) prisoners who often are not hired even though they are trained; (4) physically, mentally, and socially handicapped persons. Others?

GOAL 6.4

1. Competency-based teacher education programs are those which specify competencies to be domonstrated by the student; make explicit the criteria to be applied in assessing the student's competencies; hold the student accountable for meeting the criteria (Cooper and Weber). (This is only one definition; variations and elaborations of this definition are frequently found.)

2. The main purpose of the Cook and Richey (11) article is to provide an illustration of a process for developing a CBTE program.
   - Preceding the organization of a CBTE program, a Vocational and Applied Arts Education (VAE) program was established for the main purpose of developing a systems approach for the preparation of teachers, supervisors, and administrators in Vocational and Applied Arts Education.
   - Assumptions about competency-based education were made.
   - Types of competencies were identified.
   - Basic principles of the VAE/CBTE program were established.
   - A system for identifying basic competencies was established.
   - An example of a format for organizing competency-based materials was provided.

3. - microteaching--learning (or practicing) to teach by using a very small group of students
   - simulation--a popular technique for vocational educators; may take place in a laboratory or classroom setting
   - leadership development programs--EPDA is one good example of this kind of trend.

4. Appropriate journals in which to locate articles include any of the following:
   - American Vocational Journal
   - Manpower
   - American Education
   - Journal of Employment Counseling
   - Occupational Outlook Quarterly
   - Women and Work
   - Harvard Business Review
   - Journal of Vocational Behavior
   - Monthly Labor Review

   There are many other journals which relate to specific occupational areas.

Appendix B:
Possible Self-Check Responses

GOAL 6.1

1. List four legislative acts that supported vocational teacher education. (6.11)

   (The student answer is correct if it includes any four of the following.)

   (1) Smith-Hughes Act of 1917
   (2) George-Deen Act of 1936
   (3) George Barden Act of 1946
   (4) Vocational Education Act of 1963
   (5) Vocational Education Amendments of 1968

2. What is the definition of vocational teacher education? (6.12)

   Vocational teacher education includes those activities needed to assist teachers in securing the professional knowledge, abilities, understanding, and appreciation that will enable them to qualify for employment or advancement in vocational education.

3. How does inservice education for vocational educators differ from preservice education? (6.13)

   ____a. It is offered primarily by teacher training institutions.
   ____b. It is designed to provide basic teaching competencies.
   __X__c. It is concerned with upgrading existing competencies.
   ____d. It is usually carried out during the school year.

4. Describe the general preparation programs for vocational teachers of agriculture, of distributive occupations, and of business occupations. (6.14)

Teachers of agriculture are trained in land-grant colleges where their studies usually include technical subjects in agriculture, general liberal arts courses, and professional teacher education courses, leading to a B.A./B.S. degree in agricultural education.

Distributive education teachers hold a baccalaureate degree in marketing with additional professional work in education.

Business occupation teachers earn a degree in business education which is a combination of studies in business practices, general courses, and professional education courses.

5. What are the four major components of most current vocational teacher preparation programs? (6.15)

(1) minimum course work requirements for graduation
(2) minimum course work requirements in a specific occupational service area
(3) student teaching or internship
(4) minimum hours of required work experience (on own time)

6. What activities should be included in a complete program of vocational teacher education? (6.16)

(1) recruitment, counseling, selection, pre-employment training, and placement of new teachers
(2) the preparation of instructional aids
(3) the organization of educational programs, both instructional and on the job, for inservice teachers
(4) the follow-up of teachers through field contacts for the purpose of evaluating the teacher education program and assisting the teacher to improve his or her instructional program
(5) the improvement of professional and technical college teaching through the application of objectives established for vocational education
(6) the conduct of studies and investigations that contribute to the development of the vocational programs of the state

7. What are four approaches to inservice education? (6.17)

(The student answer is correct if it includes any four of the following.)

(1) inservice through consultations and visits by college or district supervisors
(2) inservice through workshops sponsored by colleges, state boards, or local districts providing teaching demonstrations, directed observations, curriculum development or revision
(3) inservice through follow-up programs conducted by colleges which have placed teachers on jobs
(4) inservice through participation in professional organizations
(5) inservice through personal motivation to read professional journals and other pertinent literature
(6) inservice through summer work related to teaching area

8. List ten principles of vocational instruction. (6.18)

(The student answer is correct if it includes any ten of the following.)

(1) Instruction must be current with and based on an up-to-date analysis of an occupation's employment skill demand.
(2) Instruction should be based on broad-core curricula characterized by flexibility in offerings.
(3) Instruction within the broad-core curricula should be based on specific target jobs.
(4) Instruction must be provided in the adequate time frames necessary to simulate job situations.
(5) Instruction should, as much as possible, be self-pacing with emphasis placed on the quality and quantity standards of an occupation.
(6) Instruction requires adequate facilities and equipment to accommodate learning activities and to simulate, or be, actual job situations.
(7) Instruction should be given by teachers who have had occupational experience in the subject(s) they are teaching.
(8) Instruction becomes effective when teachers participate in both preservice and inservice teacher education programs.
(9) Instruction must be directly related to clearly defined student goals.
(10) Instruction should be prescriptive, preceded by an analysis of the learning needs of each student.
(11) Instruction must adapt to identifiable student needs so that all students can become motivated to learn.
(12) Instruction must be individualized to provide for wide differences in background and learning abilities, and grouped to develop team contribution skills.

(13) Instruction should be given to accommodate the students' learning requirements in an occupational atmosphere with grades reflecting payment for work well done.
(14) Instruction must develop originality, initiative, and thinking abilities rather than memorization without understanding.
(15) Instruction must instill work habits required by an occupation.
(16) Instruction should include information and activities designed to protect and conserve human life.
(17) Instruction must be evaluated by student performance criteria based as realistically as possible on occupational demands.
(18) Instruction must have job placement and/or advancement or employment realignment as its end result.

GOAL 6.2

9. To what does vocational teacher certification refer? (6.21)

    _____a. the formal recognition of merit among individual vocational teachers

    __X__b. the formal procedure by which a person is recognized and approved as a vocational teacher

    _____c. the awarding of course credit for inservice education activities

    _____d. the examination procedure by which a practitioner demonstrates occupational competency

10. What document explains the certification requirements of any given state? (6.22)

    the state plan for vocational education

11. Describe the typical certification requirements for secondary vocational teachers, postsecondary vocational teachers, and vocational supervisors and administrators. (6.23)

    For secondary vocational teachers, most states typically require the completion of a baccalaureate degree program, completion of additional professional teacher education work, and demonstration of occupational competency in a specific service area.

    Certification of vocational supervisors and administrators generally requires graduation from an accredited four-year college or university with a major or minor in an occupational service area, completion of a minimum number of hours of professional education courses as approved by the state supervisor and teacher training institution, and two or three years as a successful teacher of an approved vocational education program.

    Certification requirements of postsecondary (community college) vocational teachers often vary more from state to state than certification requirements for secondary and administrative personnel. Educational requirements are sometimes waived in lieu of occupational expertise. In such cases, temporary certification is made with the stipulation that the teacher will pursue appropriate course work during his or her employment.

GOAL 6.3

12. Why do vocational teachers need a broad, liberal education in addition to occupational competency? (6.31)

    A broad, liberal education provides an understanding of social and economic issues of concern to vocational educators. For example, vocational teachers need to understand the impact of technology on social change, economic change, political change, value change, human development, and cultural patterns.

13. Describe the two organizational approaches for vocational teacher education in an institution of higher education. (6.32)

    Fragmented approach--Teacher education programs are established for each service area of vocational education. With such an approach, there is no vocational teacher education program as such, but rather programs for developing subject matter specialists are in isolation from each other.

    Unified approach--Teacher education programs cut across service area and department lines in an attempt to maximize interaction with other service areas and with other teacher education programs.

14. What are two advantages of a unified department of vocational education? (6.33)

    (The student answer is correct if it includes any two of the following.)

    (1) elimination of course duplication
    (2) reduction of service area isolationism with a broader viewpoint of the whole field of vocational education
    (3) facilitation of joint program development for related occupations
    (4) development of understanding that all teachers can use some of the same methods, share similar problems, and work toward similar ends

15. Explain two problems associated with the occupational experience requirement for vocational teachers. (6.34)

(The student answer is correct if it includes any two of the following.)

(1) Occupational experience may have been gained at the expense of a broad, liberal education or experiences that provide teaching competencies.
(2) Technical skills learned on the job may be too highly specialized, quickly outdated, or of limited transfer value for preparing students.
(3) There are no set standards for on-the-job performance.
(4) There is no "hard evidence" to support the success of occupational experience in aiding the development of good teachers.

16. List two benefits to teachers derived from the occupational experience requirement. (6.35)

(1) Occupational experience provides appreciation of the mores and conditions of work that are characteristic of the occupation.
(2) Occupational experience may instill confidence in students that the instructor has relevant skills and is teaching relevant content.

17. List five groups of people with special needs that vocational teachers with additional training and experience might conceivably assist. (6.36)

(The student answer is correct if it includes any five of the following.)

(1) younger and older persons unable to find suitable jobs
(2) women who find it difficult to secure a suitable job
(3) persons on welfare
(4) physically, mentally, and socially handicapped persons
(5) prisoners and other people in institutions
(6) persons who make a living in illicit or illegal work because they are unable to find suitable legitimate employment

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GOAL 6.4

18. What is the definition of competency-based teacher education? (6.41)

Competency-based teacher education is education that specifies competencies to be demonstrated by the student; makes explicit the criteria to be applied in assessing the student's competencies; and holds the student accountable for meeting the criteria.

19. For what did the Education Professions Development Act provide? (6.42)

____a. the preparation of counselors for a more significant role in vocational guidance

____b. the creation of personnel development centers for preparing career education personnel

____c. the preparation of vocational teachers for working with handicapped students

_X_ d. doctoral-level training of leaders for vocational education

20. Briefly describe the recent educational emphasis on education for vocational curriculum specialists. (6.43)

Because of increased curriculum needs in vocational education, increasing attention is being paid to the need to prepare vocational education curriculum specialists.

A national conference and a series of regional seminars concerning vocational education curriculum development were held in 1969 to develop a national plan for the training of curriculum specialists; this plan included internships in ongoing curriculum development programs, national or regional seminars, and state programs of inservice workshops.

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